

CUMBERLAND COLLEGE 
Celebrating 35 years of changing lives!

Annual Report



Vision

Cumberland College will be the first choice for adult education and training in North Eastern Saskatchewan.

Mission

Cumberland College is committed to providing quality lifelong learning opportunities today that prepare individuals and communities for tomorrow.

Values

At Cumberland College we are committed to providing quality programs and services that are accessible, affordable, and flexible.

The values the College reflects in its practices are:

- ✓ Learner Centered
- ✓ Accessible
- ✓ Community Focused
- ✓ Accountable
- ✓ Ethical
- ✓ Responsive
- ✓ Quality
- ✓ Innovative
- ✓ Collaborative
- ✓ Inclusive

CUMBERLAND COLLEGE

educating above + beyond

December 21, 2009

□ Nipawin
P.O. Box 2225
Nipawin SK
S0E 1E0
P 862-9833
F 862-4940

Honourable Rob Norris
Minister of Advanced Education, Employment, and Labour
Legislative Building, Room 322
Regina SK S4S 0B3

Dear Minister Norris:

□ Melfort
P.O. Box 2320
Melfort SK
S0E 1A0
P 752-2786
F 752-3484

On behalf of the Cumberland College Board of Directors, Management and Staff, and in accordance with Section 16 of the *Regional Colleges Act* and Section 19 of the *Regional Colleges Regulations*, I am pleased to present our Annual Report for the year ending June 30, 2009.

We are proud of our achievements during this fiscal year. These achievements reflect our commitment to provide quality lifelong learning opportunities, which prepare individuals and communities for tomorrow.

□ Tisdale
P.O. Box 967
Tisdale SK
S0E 1T0
P 873-2525
F 873-4450

Respectfully submitted,

Armand Thibodeau
Chairman, Board of Directors

□ Hudson Bay
P.O. Box 207
Hudson Bay SK
S0E 0Y0
P 865-2175
F 865-2314

Enclosures

AT/jm

CUMBERLAND COLLEGE

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AT jm

Table of Contents

Message from Board Chairperson	3
Board of Directors	4
Chief Executive Officer's Report	5
Programs and Services	6
Strategic Plan	7
Adult Basic Education Credit Programs	8
Adult Basic Education Non-Credit Programs	10
Skills Training Credit Programs	11
Job Start Future Skills	13
Skills Training Industry Credit	13
Skills Training Non-Credit Programs	14
University Programs	15
Learner Services	16
Technology Enhanced Learning	17
Human Resources	18
Cumberland College Staff	19
Statement of Management Responsibility	20
Letter of Transmittal	21
Auditor's Report	22
Financial Statements	23
Glossary of Terms	36
Tables	38

Message from the Board Chairperson



Education and training is fundamental to the advancement of individuals, communities, and society. Cumberland College plays a pivotal role in providing needed education and training to the citizens and communities in northeastern Saskatchewan in the advancement of the socio-economic development of the region, province, and nation. This breadth and depth of involvement is a tribute to the faculty and staff of the College.

Nipawin
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P 862-9833
F 862-4940

The College Board is responsible for the stewardship of the College, ensuring that the goals and objectives articulated in the business plan are fulfilled. The Board is proud to present the Annual Report which highlights key activities and accomplishments during 2008-09.

The Board met for 9 regular meetings and 3 special meetings throughout 2008-09. The Board ensured that the strategic directions of the College were being effectively achieved and that the College was successfully implementing its Business Plan. Activities such as increasing access through the utilization of technology enhanced learning, working with First Nation communities, and augmenting business and industry programming were integral aspects of the College's delivery.

Melfort
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The Board participated in a governor development forum that addressed a broad spectrum of issues pertinent to the governance of post secondary institutions.

The Board attended a number of functions throughout the year to celebrate the accomplishments of students and staff. The Board presented at the Scholarship and Graduation ceremonies as well as at the Staff Long Service Award ceremony.

Tisdale
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S0E 1T0
P 873-2525
F 873-4450

A primary function of the Board is to establish College policy. In 2008-09 the Board reviewed a third of all policies to ensure the policies reflected the College's values and were forward thinking.

The Board is proud to present the College's 2008-09 Annual Report.

Sincerely,



Armand Thibodeau
Chairman, Board of Directors

Hudson Bay
P.O. Box 207
Hudson Bay SK
S0E 0Y0
P 865-2175
F 865-2314

Board of Directors



Back row: Cecil Gooliaff, Jim Thiessen, Armand Thibodeau, Peter Waldbillig

Front row: Valerie Mushinski, CEO & Rosalie Daisley

Missing : Elton Head, Robert Georget

Board of Directors

Armand Thibodeau, Chairperson
Rosalie Daisley, Vice Chairperson
Cec Gooliaff
Peter Waldbillig
Jim Thiessen
Elton Head
Robert Georget

Nipawin
Hudson Bay
Star City
Kipabiskau
Melfort
Red Earth
RM of Prince Albert

2008-2009 Board Activities

Board Meetings:
Regular Board Meetings: 9
Special Board Meetings: 3
Annual Board Meeting was conducted on September 30, 2008

Board Appointments:
ASRC Representative: Armand Thibodeau
Signing Officers: Armand Thibodeau, Cecil Gooliaff

Chief Executive Officer's Report

Cumberland College is a publicly funded institution that is committed to annually reporting the ways in which it responds to the educational needs of the citizens, businesses, organizations, and communities in the northeast region of Saskatchewan.

The mission of the College is to provide quality lifelong learning opportunities today that prepare individuals and communities for tomorrow. We are committed to providing quality programs and services that are accessible, affordable, and flexible.

The goals and objectives of the Strategic Plan focus on:

- Learner success;
- Building communities by supporting labour market initiatives;
- Being a college of choice for learners and employers; and
- Enhancing the College's business practices.

Highlights in 2008-09 include:

- Enhanced learner support initiatives centered on retention were integral to the College's operation.
- The College experienced increased enrollment, completion, and graduation rates in all programming areas. Of particular note is the increased participation of aboriginal people in all but university programming. The employment rates for aboriginal graduates of technical programs also showed an increase from previous years.
- The College partnered with Aboriginal groups in a variety of programs and services both on and off reserve. ABE programming was successfully delivered at Muskoday First Nations, Red Earth Cree Nation and Shoal Lake First Nations. The first on reserve ABE grade 12 graduation was held at Red Earth. The Heavy Equipment Operator was delivered at Kinistin Saulteaux Nation. The first SIAST off campus Aboriginal Police Preparation program was offered through the College in partnership with First Nations.
- The College continues to be a key stakeholder in the Aboriginal Employment Development Partnership Agreements having signed three agreements thus far.
- The University retention rate continues to be high at 98%.
- The College partnered with the University of Saskatchewan to deliver the Masters in Educational Administration program. The College also collaborated with Northlands College, North West Regional College and the U of S Prince Albert Campus in the delivery of video conferenced Social Work 346 and 350 via the University of Regina.
- The College partnered with Saskatchewan Immigration to develop on-line English Language Training in pronunciation for new immigrants. This project was completed and awaits a pilot delivery.
- The College continued to advance the utilization of educational technology throughout the College's programming and services. Faculty and staff used videoconferencing, Moodle, Adobe Connect, Druple, and virtual counseling to augment their practice and enhance access. Technology enhanced learning is an integral part of the College's educational delivery strategy.
- Scholarships and bursaries were given to 61 students for a value of \$47,500.
- The student satisfaction survey indicated 92% rated their experience with the College as good to excellent.



The College increased its internal capacity by the creation of a recording studio with audio video equipment capable of producing high-end audio/video productions.

In the coming year the College will continue to provide programs and services that are consistent with the overall direction of the Ministry of Advanced Education, Employment, and Labour and the direction of College's strategic plan. The unique needs of the region will continue to be the focus in program and service delivery. Expanding partnerships within communities and with business and industry will be integral to the College's success in the coming year.

Valerie Mushinski, Chief Executive Officer
Cumberland Regional College

Overview of Programs and Services

Programs

Cumberland College delivers a wide range of post-secondary programming in partnership with the University of Saskatchewan, the University of Regina, First Nations University of Canada, Saskatchewan Institute of Applied Science and Technology, Lakeland College, as well as other post-secondary institutes.

College programs are delivered in response to community and industry needs which are identified by the College and its partners through the Regional Needs Assessment process. These programs include:

- Post-secondary programs;
- Adult Basic Education; and
- Employment specific training courses.

Services

The College provides residents within the region with access to a full range of career services such as:

- Career planning;
- Career assessment;
- Academic advising;
- Exam invigilation; and
- Assistance with student financial planning.

In 2008/09, the Cumberland College Scholarship program provided scholarships to students in the amount of \$47,500.

Students also have access to web-based programs through the College's Technology Enhanced Learning (TEL) sites at each centre. Learners in these programs are supported by the College's Learner Services and Information Technology staff.



Scholarship Recipients - 2008-09

Strategic Plan

This was the second year of Cumberland College's five year Strategic Plan. The 2007-2012 Strategic Plan includes four main goals, and several objectives identified within each goal. The goals and objectives are:

Goal #1 - College of Choice for Learners and Employers

Objectives:

- 1.1 Increase enrollments of youth, aboriginal, business and industry, and international students.
- 1.2 Broaden the scope of participation in College services.
- 1.3 Lead in learning technology.
- 1.4 Showcase learner successes.
- 1.5 Create a campus community.
- 1.6 Explore RPL initiatives.
- 1.7 Incorporate a comprehensive range of scholarships to meet the needs of learners.
- 1.8 Enhance the College's physical environment.

Goal #2 - Learners Succeed

Objectives:

- 2.1 Assessment of skills and knowledge to determine need for individualized support programs.
- 2.2 Implement a learner retention continuum from enrollment to employment.
- 2.3 Increase Literacy Level I and II opportunities.
- 2.4 Foster connections with credit granting institutions.
- 2.5 To comprehensively evaluate Business and Industry programming.

Goal #3 - Building Communities by Supporting Labour Market Initiatives

Objectives:

- 3.1 Maximize partnerships to build community capacity.
- 3.2 Promote the value of human resource planning with employers.
- 3.3 Support local employers in working towards a representative workforce.
- 3.4 Explore opportunities to address strategic labour market initiatives.
- 3.5 Support employers with immigration recruitment initiatives.
- 3.6 Foster apprenticeship opportunities within the region.

Goal #4 - Business Approaches to Enhance the College

Objectives:

- 4.1 Develop efficient workflow and communication strategies.
 - 4.1.1 Develop effective communications strategies.
 - 4.1.2 Develop effective workflow strategies.
- 4.2 Market the College as an employer of choice.
- 4.3 Implement the Representative Workforce Strategy.
- 4.4 Develop a comprehensive Professional Development strategy focused on best practice.
- 4.5 Maximize enrollments in College programming.
- 4.6 Explore international project opportunities.

Key initiatives and performance measures for each goal are reported adjacent to their respective programs.

Adult Basic Education Credit Programs

Adult Basic Education (ABE) programs are designed for adults who did not complete their education in the regular school system. The ABE program consists of the following options for adults to complete or upgrade their secondary education:

- Level 2: Literacy/Preparation for Level 3
- Level 3: Adult 10
- Adult Bridging to Level 4
- Level 4: Adult 12
- GED 12
- GED Testing

Program Objectives:

ABE programs provide learning opportunities for adults to:

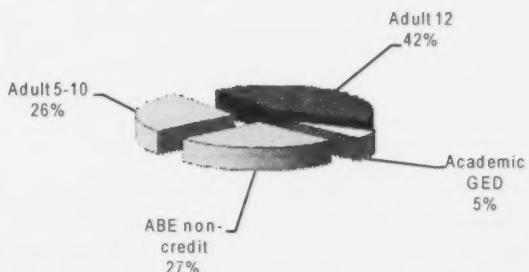
- Acquire and develop literacy and numeracy skills.
- Acquire the necessary academic pre-requisites in preparation for access to further post-secondary education and skills training.
- Access employment and workplace training opportunities.
- Develop living and social skills.

2008/09 Highlights:

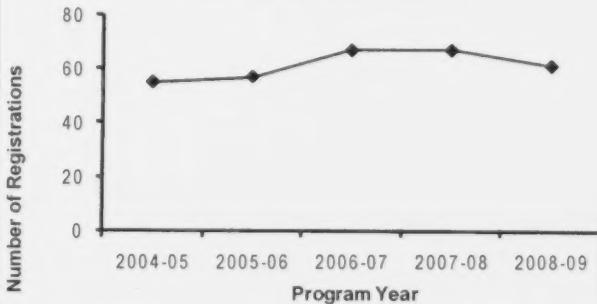
Results continue to be very positive for the on-reserve programs:

- 16 students completed the Level 4/Adult Grade 12 program at the Red Earth First Nation in January, 2009. This included 14 graduates and 2 completers.
- 13 students graduated from the Level 3/Adult 10 program at the Muskoday First Nation. These students have entered the Level 4/Adult Grade 12 program that began in September, 2008.
- 13 students also completed the Level 2 program at the Red Earth First Nation and are continuing in the Level 3 program in the next year.
- There was an increase in the number of Grade 12 graduates in the core programs of Melfort, Nipawin, Tisdale and Hudson Bay with 45 graduates.
- The College continued to offer the Bridging/GED semester to the ABE programs in Melfort, Nipawin and Tisdale. This semester is provided to upgrade the academic skills of Adult Grade 10/Level 3 completers who require the additional skill building necessary to be successful in the Adult Grade 12/Level 4 program. Students are also encouraged to prepare for and write the GED tests at the end of the semester. A special, day time GED test sitting is offered for these ABE students.
- Several workshops for certificates in Safety Training were offered to the ABE students in partnership with the Can/Sask Centers in the region. These workshops were well attended by the ABE students who were also very successful in completing the certificates. The purpose of the workshops is to create linkages to the workplace for the students and to provide them with more qualifications for employment.
- Evening GED preparation programs were offered in Melfort, Nipawin, and Tisdale. The programs were well attended.

**Adult Basic Education 2008-2009
Percentage of Registrations by Program Type**



**GED Test Settings
5 Year Comparison of Registrations**



ABE Student, Muskoday

Adult Basic Education Credit Programs

ABE Credit Strategic Plan Goal #2 - Learners Succeed

Performance Measure	3 Yr. Avg. Baseline*	2008-09 Target	2008-09 Actuals
Total Enrollment (includes casual, distinct bodies)	240	204	275
Participation Rate (% of total College enrollment)	39.5%	36.1%	26.5%
Student Enrollment (expressed in Full Load Equivalents)	150	153.2	164.9
Graduates (full time and part time, casual not included)	47	74	83
Graduates (full time)	42.3	**	61
Graduates (part time)	5	**	22
Graduation Rate (% of those graduated, part time and full time only, casual not included)	25.4%	36.3%	30.2%
Graduation Rate (% of full time students graduated)	28.1%	**	36.3%
Graduation Rate (% of part time students graduated)	6.1%	**	20.6%
Completers (full time and part time only, casual not included)	71	79	102
Completion Rate (% of those completed, casual not included)	29.4%	38.7%	37.1%
Employment Rate (% of graduates contacted who were employed; does not include those in further training)	55.2%	43.6%	50.0%
Pursuing Further Training (based on number contacted)	16	***86	24
Pursuing Further Training (% of those contacted)	73.9%	79.6%	82.8%

* 3 Year Baseline includes program years: 2005-06, 2006-07, 2007-08

** New field: targets not available

***Includes completers and graduates while baseline and actuals include graduates only

ABE Credit Strategic Plan Goal #1 - College of Choice for Learners and Employers

	3 Yr. Avg Baseline*	2008-09 Target	2008-09 Actuals
Aboriginal Participation Enrollment Rate (% of aboriginals enrolled in programs)	69.1%	70.6%	71.6%
Graduation Rate (among all graduates)	59.6%	66.2%	65.1%
Graduation Rate (among aboriginal graduates)	17.9%	34.0%	27.4%
**Employment Rate (among aboriginals only)	31.8%	50.8%	40.0%
**Pursuing Further Education Rate (among aboriginals only)	81.1%	72.3%	83.3%

* 3 Year Baseline includes program years: 2005-06, 2006-07, 2007-08

**Actuals include full time students only



ABE Students, Melfort



ABE Student, Muskoday



Red Earth Grade 12 Graduation

Adult Basic Education Non-Credit Programs

Adult Basic Education Non-Credit Programs

Adult Basic Education non-credit programs are designed to assist adults in acquiring the knowledge and skills needed for employment, to prepare them for further academic study, and to enhance their living and social skills.

In order to meet the education, training, and employment needs of the region, the following non-credit programs are offered:

- Adult Literacy; and
- English Language Training (ELT) or English as a Second Language (ESL).

2008/09 Highlights:

- Citizenship and Immigration Canada and Saskatchewan Immigration provided funding for a Language Instruction for Newcomers to Canada (LINC) program in Tisdale and Hudson Bay as well as ESL tutor classes in Melfort and Nipawin.
- Literacy tutors provided support to learners at four campus locations.



ESL learner

ABE Non-credit Strategic Plan Goal #2 - Learners Succeed

Performance Measure	3 Yr. Average Baseline*	2008-09 Target	2008-09 Actuals
Total Enrollment (includes casual: distinct bodies)	72	50	102
Student Enrollment (expressed in Full Load Equivalents)	54.2	48.3	78.0
Completers (Full and Part time only: casual not included)	45	32	62
Completion Rate (% of those completed, casual not included)	62.8%	64.0%	60.2%

* 3 Year Baseline includes program years: 2005-06, 2006-07, 2007-08



ESL learners from Korea



ESL learners from the Ukraine

Skills Training Credit Programs

Skills Training Credit Programs

Skill Training credit programs are designed to provide training required for the labour market and to provide equitable access to credit training for rural residents. The amount and types of training provided are identified through the Regional Needs Assessment process, involving consultation with labour market partners. These programs are funded through the Saskatchewan Skills Extension Program, Job Start/Future Skills, as well as many industry partnerships. Skills training credit programs include:

- Vocational/Technical institute credit programs;
- Vocational/Technical industry credit programs; and
- Apprenticeship and Trade programs.

Program Objectives:

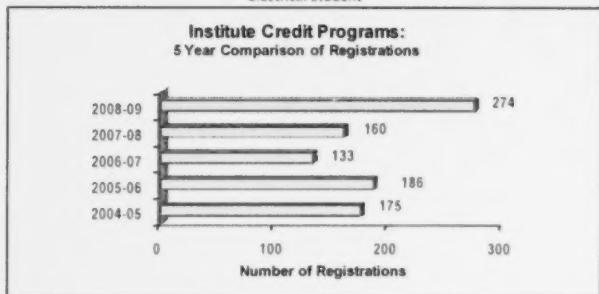
- To provide accredited full-time and part-time technical and vocational skill training opportunities to adults thereby increasing the pool of skilled labour.
- To assist employed, underemployed and unemployed individuals to access training close to home.
- To provide training opportunities for current and future businesses and industries.
- To work in cooperation with First Nation and Metis groups to provide relevant training.

2008/09 Highlights:

- Partnered with First Nations groups to address the demand for corrections/ policing certification by offering the Aboriginal Police Preparation program in Codette. This was the first offering by SIAST off-campus. One of the students was accepted to RCMP training in Regina.
- Partnered with the North East School Division and SIAST to offer apprenticeship training for electrical and cooking programs. The College was able to accommodate this through the use of local high school facilities and equipment from the mobile lab.
- The College responded to the Health Region's need for requiring all aides in the region to acquire certification in Continuing Care Assistant. Several programs were held in various locations on a full time as well as part time basis.
- Offered over 30 SIAST courses throughout the region via televised and online delivery.
- Partnered with the Rural Municipality of Tisdale, area farmers, and the Town of Tisdale to offer three Heavy Equipment Operator SIAST Applied Certificate training programs.
- Offered agricultural marketing classes for grain and cattle producers.
- Delivered Commercial Pesticide Applicator training to local farmers and those working seasonally in the agricultural sector.
- Delivered an Orientation to Child Daycare program as well as the Early Childhood Certificate Program in response to the increase in daycare seats in the region, the College d



Electrical Student



*The increase in 2008-09 was due to increased programming in Heavy Equipment Operator and Orientation to Child Daycare

Institute Credit Strategic Plan Goal #2 - Learners Succeed

Performance Measure	3 Yr. Avg. Baseline*	2008-09 Target	2008-09 Actuals
Total Enrollment (includes casual, distinct bodies)	163	154	274
Participation Rate (% of total College enrolment)	26.6%	29.3%	26.4%
Student Enrollment (expressed in Full Load Equivalents)	86.1	91.4	110.8
Graduates (full time and part time, casual not included)	66	90	151
Graduation Rate (% of those graduated, full time and part time only, casual not included)	41.7%	69.8%	55.1%
Graduation Rate (Full time students only)	55.9%**		61.1%
Graduation Rate (Part time students only)	27.5%**		58.9%
Completers (full time and part time only, casual not included)	58.7	25	78
Completion Rate (% of those completed, casual not included)	35.9%	19.4%	28.5%
Employment Rate (% of graduates contacted who were employed; does not include those in further training)	86.3%	98.6%	96.9%
Pursuing Further Training (based on number contacted)	0.7	10	8
Pursuing Further Education (% of those contacted)	22.2%	7.8%	88.9%

* 3 Year Baseline includes program years: 2005-06, 2006-07, 2007-08

** New field, targets not available

Skills Training Credit Programs

Institute Credit Strategic Plan Goal #1 - College of Choice for Learners and Employers

	3 Yr. Avg Baseline*	2008-09 Target	2008-09 Actuals
Aboriginal Participation Enrollment Rate (% of aboriginals enrolled in programs)	24.8%	22.7%	19.3%
Graduation Rate (among all graduates)	22.8%	32.2%	15.3%
Graduation Rate (among aboriginal graduates)	38.7%	82.9%	47.2%
**Employment Rate (among aboriginals only)	87.5%	72.7%	100.0%
**Pursuing Further Education Rate (among aboriginals only)	0.0%	25.0%	0.0%

* 3 Year Baseline includes program years: 2005-06, 2006-07, 2007-08

**Actuals include full time students only

Industry credit programs are designed to provide business, industry, and individual access to courses such as health and safety training, agriculture related courses, and other industry related training.

2008/09 Highlights:

- Partnered with First Nations groups, Northern Career Quest and SERM to offer Camp Cook to aboriginal students seeking employment in camp situations.
- Delivered safety training to prepare individuals interested in working in the oilfields and mining industry.
- Provided target First Aid/CPR training to various local businesses, industries, and agencies. Other target training included forklift operations, WHMIS, and Special Oil Well Boiler Operator.
- Power Engineering, Fireman's Level ran successfully in Nipawin.
- Delivered Truck Driver Training to CASS and CanSask clients in various locations in the region including Tisdale, Melfort, Carrot River, Hudson Bay, White Fox, and Birch Hills.



H2S Alive Student

Industry Credit Strategic Plan Goal #2 - Learners Succeed

Performance Measure	3 Yr. Avg. Baseline*	2008-09 Target	2008-09 Actuals
Total Enrollment (distinct bodies)	473	712	711
Full Time and Part Time Enrollment	138.7	**	410
Casual Enrollment	336	**	301
Participation Rate (% of total College Enrollment)	22.5%	22.1%	39.5%
Student Enrollment (expressed in Full Load Equivalents)	91.6	89.4	125.3
Graduates (full time and part time)	125	100	393
Graduates (casual)	307.7	**	292
Graduation Rate (% of those graduated, casual not included)	86.5%	80.0%	95.5%
Completers (full time and part time)	19	25	38
Completers (casual)	4.3	**	12
Completion Rate (% of those completed, casual not included)	4.0%	20.0%	9.3%

* 3 Year Baseline includes program years: 2005-06, 2006-07, 2007-08

**New field: targets not available

Skills Training Credit Programs

Industry Credit Strategic Plan Goal #1 - College of Choice for Learners and Employers

	3 Yr. Avg Baseline*	2008-09 Target	2008-09 Actuals
Aboriginal Participation Enrollment Rate (% of aboriginals enrolled in programs)	13.9%	33.3%	26.3%
Graduation Rate (among all graduates)	10.2%	15.1%	26.0%
Graduation Rate (among aboriginal graduates)	72.7%	85.7%	94.4%

* 3 Year Baseline includes program years 2005-06, 2006-07, 2007-08

Follow-up is not tracked on Industry Credit programming.

Job Start/Future Skills

Work-based training is provided largely through the Job Start/Future Skills program. This program is designed to provide Saskatchewan businesses with an opportunity to train on-site in order to expand their business. Training is recognized through institutional credit, industry credit, or the Apprenticeship and Trade Certification Commission.

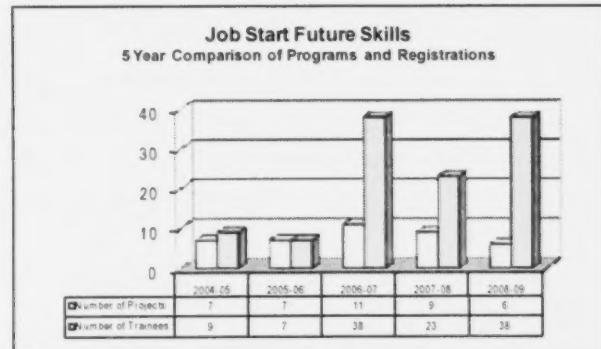


Table 5: Cumberland College Job Start Future Skills

Program Year	Distinct Employers	Contracts	Distinct Trainees	Trainee Outcomes				Ministry Funding (Paid Dollars)
				In Progress	Completed Successfully	Completed Unsuccessfully	Did Not Complete	
2006-07	10	12	36	0	33	2	1	\$134,939
2007-08	4	6	8	0	6	1	1	\$31,836
2008-09*	7	8	53	13	39	0	1	\$225,000

*2008-09 Program Year results may appear inconsistent with previous years as contracts are still in progress and information is still being processed

Notes:

Program Year is based on contract start date between July 1 and June 30th of a given year

Results include both Workbased Training for the Unemployed (WTU) and Workbased Training for the Employed (WTE) contracts

Ministry Funding includes dollars paid to employer and then reimbursed by the Ministry of Advanced Education, Employment and Labour, excluding any administration fees.

All counts of Trainees are based on unique individuals.

Skills Training Non-Credit Programs

Skills Training Non-Credit Programs

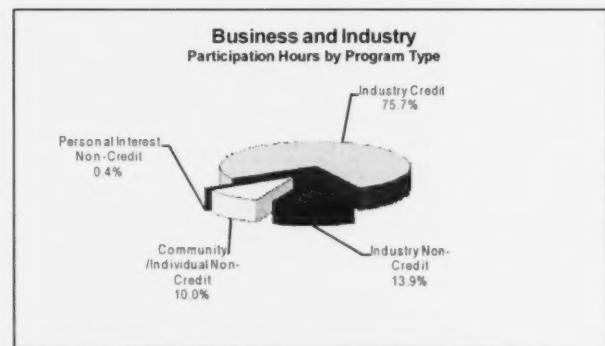
Skills Training non-credit programs provide learning opportunities in the areas of business and industry, community and individual development, and other personal interest courses.

Program Objectives:

- To work collaboratively in assessing the training needs of individuals, businesses and industries in the region, and to develop programming to meet the identified needs.
- To expand relationships with specific target groups including business, industry, First Nations and Métis groups, and to deliver training to meet their needs.
- To utilize technology to enhance learning and increase accessibility.

2008/09 Highlights:

- Provided target computer training to various local businesses, industries, and agencies.
- Delivered a farm welding course in response to demand from the general public.
- Delivered signed English in support of Teacher Aides and family members of the speech/hearing impaired.
- Provided support to the Older Workers program that included 60 hours of computer training, WHMIS and First Aid.



This chart does not include Institute Credit delivery by the Business and Industry department (eg. Heavy Equipment Operator).

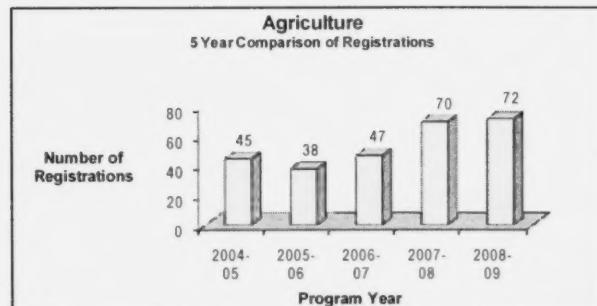
Skills Training Non-Credit Strategic Plan Goal #1 - College of Choice for Learners and Employers

	3 Yr. Avg. Baseline*	2008-09 Target	2008-09 Actuals
Total Enrollment (includes casual: distinct bodies)	441	670	623
Student Enrollment (expressed in Full Load Equivalents)	33.4	43.0	40.1

* 3 Year Baseline includes program years: 2005-06, 2006-07, 2007-08



Customized Computer Training Student



Note: An increase in registrations for 2007-08 and 2008-09 is due in part to the Canadian Agricultural Skills Service (CASS) program.

University

University

The University Program provides students in the region with a variety of courses from the University of Saskatchewan, the University of Regina, and First Nations University of Canada. These courses are delivered by several modes including traditional classes, videoconferencing, tutor-enhanced, online, and televised. Students have access to a number of services to ensure their university experience is successful. The College offers the following services to students:

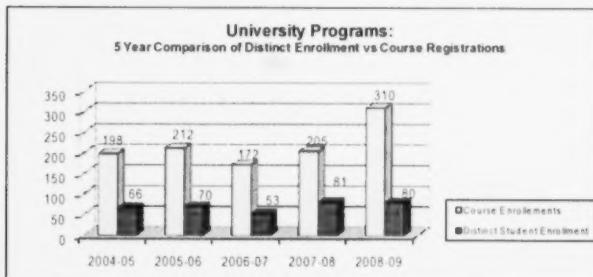
- Academic Counselling
- Scholarship and Bursary Program
- Career Counselling
- Computer Access
- Library Access
- Study Skills Workshops
- Writing Centre Services

Program Objective:

To offer a wide range of first and upper year university credit courses using a variety of delivery methods, program options, and delivery agents.

2008/09 Highlights:

- Over 100 courses from the U of S, the U of R, and First Nations University of Canada were offered throughout the region.
- University enrollments increased 51% in 2008-09 over 2007-08.
- The College continued to offer the Master of Educational Administration Program from the U of S.
- In partnership with Northlands College, North West Regional College and the U of S Prince Albert Campus, the College started offering social work courses.
- Delivered a number of courses via videoconference, including MATH 110.3 (U of S), PSY 110.6 (U of S), SW 346 (U of R) and SW 350 (U of R).
- Explored the possibility of offering the Certificate in Teaching English as a Second Language.
- 98% of Cumberland College university students completed their courses.



U of S Student Art Show

University Strategic Plan Goal #2 - Learners Succeed

Performance Measure	3 Yr. Avg. Baseline*	2008-09 Target	2008-09 Actuals
Total Enrollment	69	82	80
Participation Rate % of total College Enrollment	11.4%	14.5%	7.7%
Student Enrollment (Expressed in FLE's)	24.3	27.8	34.0

* 3 Year Baseline includes program years: 2005-06, 2006-07, 2007-08

Increased enrollment primarily due to the Masters in Educational Administration program.

University Strategic Plan Goal #1 - College of Choice for Learners and Employers

	3 Yr. Avg. Baseline*	2008-09 Target	2008-09 Actuals
Aboriginal Participation Enrollment Rate (% of Aboriginals enrolled in University courses)	7.5%	11.0%	7.5%

* 3 Year Baseline includes program years: 2005-06, 2006-07, 2007-08



U of S Biology Students

Learner Services

Learner Services

The primary focus of Learner Services is to provide programs and services that afford learners the maximum opportunity to succeed. Counsellors assist learners through a process of analyzing program and training options, self-assessment, goal setting, career planning, decision making, and critical thinking.

Program Objectives:

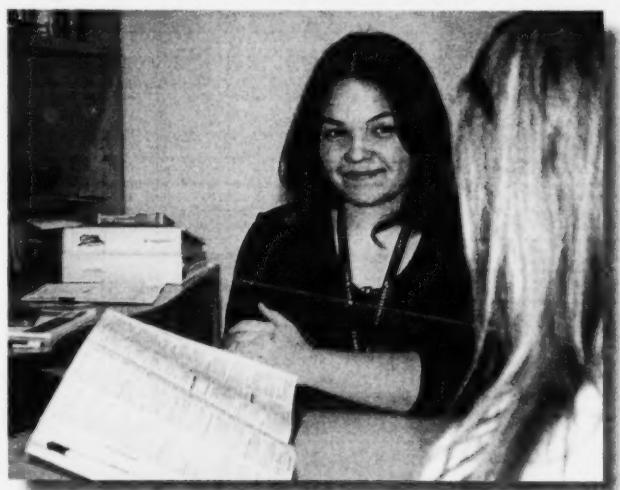
- To ensure counsellors are available and accessible to learners in all program areas and to prospective learners.
- To provide services and resources that will assist with learners' academic achievement and personal well being, as well as the development of learning and career plans.
- To provide learner support services for distance learners.
- To explore programs and combinations of programs which lend to individual learning methods.

2008/2009 Highlights:

- A 20 week Transitions to Employment Program was delivered in Tisdale to unemployed individuals with multiple learning challenges.
- A 24 week Transitions to Employment Program was co-delivered with the OASIS centre in Nipawin to unemployed individuals with multiple barriers.
- An 8 week Immigration Employment Enhancement Project in Tisdale was delivered to 29 Ukrainian immigrants. Workplace essential skills included customized computer training and workplace writing and grammar. Additional training included First Aid/CPR, Food Safe, and Drivers Education.
- A 16 week GED and Work Preparation Program targeted at the underemployed in Nipawin was delivered in partnership with GDI and CanSask.
- A Power of Change Course based on The Pacific Institute curriculum was delivered in Tisdale.
- A Career Workshop was delivered at James Smith First Nation.
- A Pacific Institute PX2 facilitator training workshop was delivered in Melfort and was attended by counsellors from several colleges.
- A Career Development Coordinator and Wellness Coordinator were hired to promote enhanced learner support initiatives centered on retention.
- Counseling support was extended to on reserve ABE programs at James Smith, Red Earth and Muskoday.
- Scholarships valued at \$47,500 were awarded to students.



Student Fitness Challenge



Counsellors provides learner services at all college locations.

Learner Services Strategic Plan Goal #1 - College of Choice for Learners and Employers

	3 Yr. Avg Baseline*	2008-09 Target	2008-09 Actuals
Student Satisfaction Surveys (Very Good to Excellent)	91.9%	90.0%	85.7%
Number of Scholarships and Bursaries (actual number awarded)	50	50	63
Value of Scholarships and Bursaries (actual amount awarded)	\$41,500	\$50,000	\$47,500

* 3 Year Baseline includes program years: 2005-06, 2006-07, 2007-08

Technology Enhanced Learning (TEL)

Technology Enhanced Learning

Technology Enhanced Learning (TEL) is integrated into all dimensions of Cumberland College, including academic and career counselling, student support, instructor in-service, program development, and program delivery. TEL enables the College to serve the needs of its students by ensuring that rural and northern learners have the same access to courses, technological tools, networks, and expertise available to their urban counterparts.

Key Accomplishments:

Building College internal capacity to develop and deliver distance education was accomplished by:

- Continuing to provide training and professional development with College instructional and administrative staff to increase awareness and use of technology such as Adobe Connect, Moodle, Drupal, and web design.
- Continuing to offer Psy 30 and IP30 in an on-line format to students regionally using Moodle and Adobe Connect.
- Continuing to use video conferencing technology to offer Chemistry 20 and 30 on a regional basis
- Continuing research, design, delivery, and evaluation of online courses.
- Completing ABE Math 30A on line course in Moodle.
- Partnering with Saskatchewan Immigration Branch in the transference of a pronunciation course for immigrants into an on-line format English Pronunciation Improvement Course (EPIC) for the Saskatchewan Immigration's website.
- Increasing internal capacity in the ability to create content/curriculum using multi-media.
- Increasing internal capacity by the creation of a recording studio with audio video equipment capable of producing high-end audio/video productions.

Provincial college's forming communities of practice in order to collectively build capacity in educational technology and distance education was accomplished through:

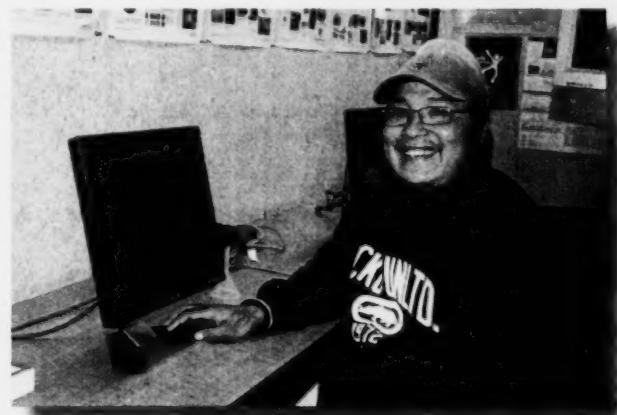
- Sharing of online courses with other colleges.
- Participating on the TEL committee with representatives from Regional Colleges.
- Collaborating with Parkland College on an ABE 12 on-line proposal for Physics 20/30 and Chemistry 20/30 in response to AEE&L request.
- Delivering of online and televised SIAST and University courses.
- Collaborating with Northlands College, North West Regional College, and the U of S Prince Albert Campus in the delivery of video conferenced Social Work 346 and 350.
- Collaborating with the U of S regarding the delivery of the Math 110.3 lecture and lab from Melfort Campus via video-conference to other College sites.
- Partnering with ENFORM to provide on-line safety training to Business and Industry clients.

Issues

- Greater access to online courses;
- Uniform access to technology in all programs
- Need for greater flexibility and alternative delivery methods.
- Understanding technologies and applications;
- Need for more learner support and
- Expanded delivery of ABE programming on First Nations' reserves accentuates the need for additional mobile computer labs, adequate band width, and augmented Information Technology and Educational Technology support for learners and instructors.

Trends

- Online learning will continue to grow in the area of university programming. Delivery modes such as televised, online, and video conferencing provide greater accessibility and affordability to rural students.
- As the utilization of various TEL modalities increases, the need for augmentation of partnerships and internal IT & ET support increases.



The College delivered a number of online courses in 2008-09.

Human Resources

Human Resources

Human resource levels grew slightly during the 2008/09 program year due to an increase in the number of ABE Programs offered on-reserve. The remote locations of the reserves created some new recruiting challenges but the college continued to attract a sufficient number of applications for most postings. All positions were filled in time for the programs to start as planned. The average application rate for external staffing processes was 5.9 applications per posting in 2008-09.

Recruitment of qualified instructors for Technical Programming continues to be a challenge. In 2008/09 the college also had difficulty in recruiting for management positions.

At Cumberland College we continually work toward a representative workforce. In 2007/08 a baseline to monitor the College's employment rate of Aboriginal people relative to the working age population in the College region was established at 5% along with a goal to increase this number by one percent over the following year. At the end of 2008/09 the Aboriginal employment rate at the College was 19% exceeding the target by 13%.

Organizational Changes

There were no significant changes to the organizational design of the College in 2008/09.

Professional Development

During the 2008/09 fiscal year Cumberland College staff continued to improve their professional development by participating in a variety of activities. The majority of activities involved attendance of various workshops, conferences, and credit and non-credit courses.



Cumberland College Staff 2008-09

Cumberland College Staff 2008-09

Administration

Valerie Mushinski
Leslee Serack
Lyle Bittman
Jennifer McBain
Catharine Lamy
Beverly Bothorel
Carla Scowen

Chief Executive Officer
Director of Finance
Director of Development
Executive Assistant
Executive Assistant, Part-time
Accounting Clerk
Accounts Payable/Receivable Clerk

Program Staff

Sherilyn Coates
Marie Crozon
Garnet Davis
Rhonda Durand
Lynette Gerski
Debbie Grassing
Heidi Groat
Sarah Haidey
Linda Kerslake
Kirk Kezema
Alayne King
Susan Kiverago
Corinne Lam Ma
Jackie Masich
Lynda McPhee
Lynda McPhee
Brenda Mellon
Diane Muir
Brenda Nakonieczny
Greg Nelson
Lisa Neufeld
Laurie Nielsen
Beverly Park
Myra Paslowski
Lois Preete
Lois Preete
Trish Relland
Gloria Rommel
Joy Solsten

Counsellor
Program Assistant
Counsellor
Counsellor
Program Assistant
Training Consultant
Site Attendant
Receptionist
Manager, Adult Basic Education & Literacy
Educational Technology Consultant
Receptionist
Counsellor
Counsellor
Training Consultant
Literacy Coordinator
ESL Coordinator
Manager, Marketing & University
Site Attendant
Receptionist
Transitions to Employment Coordinator
Site Attendant
Training Consultant
Counsellor
Receptionist
Program Development Coordinator
Adult Basic Education Coordinator
Student Wellness Coordinator
Receptionist
Manager, Technical, Future Skills, and Agriculture
Manager, Learner Services
Site Attendant
Manager, Business and Industry
Receptionist
Site Attendant
IT Analyst
Adult Basic Education Coordinator
Registrar
Counsellor
CASS Counsellor/Pronunciation Project Coordinator
Training Consultant
Program Assistant
Career Development Coordinator
IT Assistant
Technical Programs Coordinator

Instructional Staff

Dorothy Allen
Diane Barnett
Diane Berge
Myrne Boe
Sherilyn Coates
Darrell Collins
Lori Constant
Patrick Devin
Rhonda Durand
Janice Dyck
Lynette Gerski
Beth Goertzen
Jack Hails
Mike Hardwicke
Jeannine Hinrichsen
Erin Johnson
Kathie Jones
Carroll Joyes
Louise Kosokowsky
Jim Kulpa
Lynda McPhee
Wayne Muir
Lisa Neufeld
Beverly Park
Dawn Schumilas
Jonathan Scott
Linda Slater
Carolyn Stailing
Andrea Staples
Gloria Stushnoff
Teri Thompson
Brandie Trew
Lynn Verklen
Darren Wheeler
Dennis Wiebe
Debbie Zazelenchuk

Adult Basic Education
Office Education
Adult Basic Education
Adult Basic Education
LINC Instructor
Adult Basic Education
Early Childhood Education
Aboriginal Police Preparation
Adult Basic Education Instructor Aide
Adult Basic Education
ESL Tutor
Adult Basic Education
Adult Basic Education
Adult Basic Education
Practical Nurse
Adult Basic Education
Adult Basic Education
Adult Basic Education
Continuing Care Assistant
Continuing Care Assistant
Adult Basic Education
LINC ESL
Adult Basic Education
Adult Basic Education/Literacy Instructor Aide
Adult Basic Education Instructor Aide
Business Certificate
Adult Basic Education
Grade 12 Prep/GED
Adult Basic Education
Practical Nurse
Adult Basic Education Instructor Aide
Adult Basic Education
Adult Basic Education
Adult Basic Education
Office Education
Electrical Applied Certificate
Adult Basic Education
Business Certificate, Part-time



CUMBERLAND REGIONAL COLLEGE Statement of Management Responsibility

Nipawin
P.O. Box 2225
Nipawin SK
S0E 1E0
P 862-9833
F 862-4940

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles and are in compliance with the provisions of legislation and related authorities. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial statements are not precise because they include certain amounts based on estimates and judgments.

Melfort
P.O. Box 2320
Melfort SK
S0E 1A0
P 752-2786
F 752-3484

In fulfilling its responsibilities and recognizing the limits inherent in all systems, the management has developed and maintains a system of internal control designed to provide reasonable assurance that College assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

Tisdale
P.O. Box 967
Tisdale SK
S0E 1T0
P 873-2525
F 873-4450

The Board of Directors of the College is responsible for the review and approval of the financial statements, and ensures management fulfills its financial reporting responsibilities. The Board meets with management and, as required, with the external auditors. The external auditors have full access to the Board with and without the presence of management.

Hudson Bay
P.O. Box 207
Hudson Bay SK
S0E 0Y0
P 865-2175
F 865-2314

The financial statements have been audited by NeuPath Group, PC Inc., Chartered Accountants. The Auditors' Report outlines the scope of their examination and provides their opinion on the fairness of the presentation of the information in the financial statements.

Chief Executive Officer

Director of Finance

September 30, 2009

Date



Letter of Transmittal

October 16, 2009

Nipawin
P.O. Box 2225
Nipawin SK
S0E 1E0
P 862-9833
F 862-4940

Honourable Rob Norris
Minister of Advanced Education, Employment
& Labour
Room 208, Legislative Building
Regina SK S4S 0B3

Melfort
P.O. Box 2320
Melfort SK
S0E 1A0
P 752-2786
F 752-3484

Dear Minister Norris:

On behalf of the Board of Directors of Cumberland Regional College, and in accordance with the provisions of The Regional Colleges Act, I am pleased to submit the audited financial statements of Cumberland Regional College for the fiscal year ending June 30, 2009.

Respectfully submitted,

Tisdale
P.O. Box 967
Tisdale SK
S0E 1T0
P 873-2525
F 873-4450

Armand Thibodeau, Chair
Cumberland Regional College

Hudson Bay
P.O. Box 207
Hudson Bay SK
S0E 0Y0
P 865-2175
F 865-2314

NeuPath Group, PC Inc.

Chartered Accountants

Board of Directors
Cumberland Regional College
Nipawin, Saskatchewan

AUDITORS' REPORT

We have audited the statement of financial position of Cumberland Regional College as at June 30, 2009 and the statements of operations, changes in net assets and cash flows for the year then ended. The College's management is responsible for preparing these financial statements for Treasury Board's approval. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2009 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

September 21, 2009
Nipawin, Saskatchewan
Chartered Accountants

CUMBERLAND REGIONAL COLLEGE
STATEMENT OF FINANCIAL POSITION

AS AT JUNE 30, 2009

Statement 1

	Operating Fund	Capital Fund	2009 Total	2008 Total
ASSETS				
Current Assets				
Cash	\$1,206,399	\$2,591,408	\$3,797,807	\$3,435,915
Accounts receivable (note 3)	555,619	-	555,619	237,728
Prepaid expenses	31,816	-	33,816	33,984
	1,793,834	2,591,408	4,385,242	3,707,627
Capital Assets (note 4)	-	904,131	904,131	865,019
	\$1,793,834	\$3,495,539	\$5,289,373	\$4,572,646
LIABILITIES				
Current Liabilities				
Accrued salaries and benefits	\$145,930	\$-	\$145,930	\$152,471
Accounts payable and accrued liabilities (note 6)	191,777	-	191,777	109,920
Unearned revenue (note 7)	800,998	-	800,998	424,200
	1,138,705	-	1,138,705	686,591
NET ASSETS				
Invested in capital assets	-	904,131	904,131	752,799
Externally restricted (note 8)	-	2,061,608	2,061,608	2,109,954
Internally restricted (note 9)	455,129	529,800	984,929	729,077
Unrestricted	200,000	-	200,000	182,005
	655,129	3,495,539	4,150,668	3,886,055
	\$1,793,834	\$3,495,539	\$5,289,373	\$4,572,646

APPROVED ON BEHALF OF THE BOARD

Director

Director

CUMBERLAND REGIONAL COLLEGE

STATEMENT OF OPERATIONS

FOR THE YEAR ENDED JUNE 30, 2009

Statement 2

	Operating Fund			Capital Fund			Total	
	2009		2008	2009		2008		
	Budget	2009		2009	2008			
	(Note 11)							
Revenues (Schedule 1)								
Provincial Government	\$4,096,831	\$4,805,986	\$4,362,381	\$20,000	\$2,120,000	\$4,825,986	\$6,482,381	
Federal Government	142,521	72,027	49,800	-	-	72,027	49,800	
Other revenue	1,384,474	1,723,793	1,437,498	35,557	14,954	1,759,350	1,452,452	
	5,623,826	6,601,806	5,849,679	55,557	2,134,954	6,657,363	7,984,633	
Expenses (Schedule 2)								
Agency contracts	947,896	1,388,734	1,141,473	-	-	1,388,734	1,141,473	
Amortization	-	-	-	105,136	138,916	105,136	138,916	
Equipment	112,377	149,342	328,635	-	-	149,342	328,635	
Facilities	259,129	221,710	252,870	-	-	221,710	252,870	
Information technology	84,202	30,180	52,105	-	-	30,180	52,105	
Operating (Schedule 3)	646,460	640,249	652,953	-	-	640,249	652,953	
Personnel services	3,793,628	3,857,399	3,685,970	-	-	3,857,399	3,685,970	
	5,843,692	6,287,614	6,114,006	105,136	138,916	6,392,750	6,252,922	
Excess (deficiency) of revenues								
over expenses	\$(219,866)	\$314,192	\$(264,327)	\$(49,579)	\$1,996,038	\$264,613	\$1,731,711	

See accompanying notes

CUMBERLAND REGIONAL COLLEGE

STATEMENT OF CHANGES IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2009
Statement 3

	Invested in capital assets	Restricted	Unrestricted	2009 Total	2008 Total
Net assets, beginning of year	\$865,019	\$2,839,031	\$182,005	\$3,886,055	\$2,154,344
Excess (deficiency) of revenues over expenses	(49,579)	-	314,192	264,613	1,731,711
Interfund transfers:					
Investment in capital assets	40,345	-	(40,345)	-	-
Internally imposed restrictions	-	255,852	(255,852)	-	-
Externally imposed restrictions	48,346	(48,346)	-	-	-
Net assets, end of year	\$904,131	\$3,046,537	\$200,000	\$4,150,668	\$3,886,055
	Balance, beginning of the year	To Restricted	From Restricted	Balance, end of the year	
<u>Externally Restricted (Note 8)</u>					
Advanced Education, Employment and Labour Capital Funding	\$2,109,954	\$35,557	\$(83,903)	\$2,061,608	
<u>Internally Restricted (Note 9)</u>					
Operations	74,152		(19,844)	54,308	
Professional development reserve	-	46,353		46,353	
Human resource reserve	142,500	178,468		320,968	
Furniture/IT reserve	62,500	-	(29,000)	33,500	
Capital equipment reserve	149,925	79,875		229,800	
Building capital reserve	300,000			300,000	
	729,077	304,696	(48,844)	984,929	
	\$2,839,031	\$340,253	\$(132,747)	\$3,046,537	

CUMBERLAND REGIONAL COLLEGE

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED JUNE 30, 2009

Statement 4

	2009	2008
Cash flows from (used in) operating activities		
Excess (deficiency) of revenues over expenses	\$264,613	\$1,731,711
Amortization of capital assets	105,136	138,916
Net change in non-cash working capital (note 10)	136,391	(306,477)
	506,140	1,564,150
Cash flows used in investing activities		
Purchase of capital assets	(144,248)	(251,136)
Net increase in cash	361,892	1,313,014
Cash, beginning of year	3,435,915	2,122,901
Cash, end of year	\$3,797,807	\$3,435,915

CUMBERLAND REGIONAL COLLEGE

NOTES TO THE FINANCIAL STATEMENTS JUNE 30, 2009

1. PURPOSE AND AUTHORITY

The Cumberland Regional College offers educational services and programs under the authority of Section 14 of The Regional Colleges Act. The College Board plays an integral part in strategic direction and management guidance.

The purpose of the College is to provide credit and non-credit classroom and vocation training to meet the needs of the regional constituents and industry. The Cumberland Regional College is exempt from the payment of income tax.

2. SIGNIFICANT ACCOUNTING POLICIES

Pursuant to standards established by the Public Sector Accounting Board, the College is classified as a government not-for-profit organization. These financial statements have been prepared in accordance with Canadian generally accepted accounting principles applicable to not-for-profit entities and include the following significant policies:

(a) Fund Accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives.

(i) Operating Fund

The operating fund accounts for the College's program delivery, service and administrative activities.

(ii) Capital Fund

The capital fund reflects the net book value of all capital assets of the College after taking into consideration any associated long term debt. The capital fund also includes contributions, interest and donations designated for capital purposes by the contributor. Also included in the capital fund are the appropriations for future capital expenditures.

(b) Revenue recognition

The College follows the restricted fund method of accounting for contributions. Restricted contributions related to general operations are recognized as revenue of the operating fund in the year that the related expenses are incurred.

Contributions restricted for capital assets are recognized as revenue of the capital fund when received or receivable.

Unrestricted operating contributions are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course instruction is delivered. Revenue from contractual services is recognized as the service is delivered.

(c) Capital assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Capital assets costing under \$500 are expensed in the current year. Capital assets are amortized on a straight-line basis over their estimated useful lives as follows, and amortization is reported as an expense in the capital fund.

Buildings	5%
Leasehold improvements	5%
Furniture and equipment	10% to 33%
Vehicles	20%

CUMBERLAND REGIONAL COLLEGE

NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2009

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

(d) Use of estimates

These statements are prepared in accordance with Canadian generally accepted accounting principles. These principles require management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the period. Actual results could differ from those estimates. Differences are reflected in current operations when identified.

(e) Cash

Cash is represented by cash on hand and balances with banks.

(f) Financial instruments

Effective July 1, 2007, the College adopted the recommendations of the Canadian Institute of Chartered Accountants (CICA) Handbook Section 3855 - Financial Instruments - Recognition and Measurement. Under these new standards, all financial assets and financial liabilities must be identified and classified. This classification determines how each financial instrument is measured.

The College's financial instruments and their classification are as follows:

Financial Instrument	Classification
Cash	Held for trading
Accounts receivable	Loans and receivables
Short-term investments	Held for trading
Accrued salaries and benefits	Other liabilities
Accounts payable and accrued liabilities	Other liabilities

Held for trading financial assets and liabilities are measured at fair value. Changes in the fair value are recognized in the Statement of Operations and Changes in Net Assets. Loans and receivables and other financial liabilities are measured at amortized cost. Due to their short term nature, the amortized cost of these instruments approximates their fair value.

Effective July 1, 2008, the College adopted CICA Handbook sections 3862 - Financial Instruments - Disclosures, and 3863 - Financial Instruments - Presentation. Section 3862 provides standards for disclosure of the risks arising from financial instruments to which the College is exposed, and how the risks are managed by the College. Section 3863 provides standards for the presentation of financial instruments and non-financial instrument derivatives.

This change in accounting policy did not have a significant impact on the College's financial statements at the time of adoption.

CUMBERLAND REGIONAL COLLEGE

NOTES TO THE FINANCIAL STATEMENTS

JUNE 30, 2009

3. ACCOUNTS RECEIVABLE

	2009	2008
Saskatchewan Advanced Education, Employment and Labour	\$356,485	\$119,192
Federal Government	82,242	33,240
Other	116,892	85,296
	\$555,619	\$237,728

4. CAPITAL ASSETS

		Cost	Accumulated Amortization	Net Book Value	2009	2008
Buildings		\$1,363,935	\$676,433	\$687,502	\$725,974	
Leasehold improvements		258,242	161,478	96,764	109,676	
Furniture and equipment		701,439	665,477	35,962	29,369	
Vehicles		23,486	23,486	-	-	
Construction in progress		83,903	-	83,903	-	
		\$2,431,005	\$1,526,874	\$904,131	\$865,019	

5. LEASE OBLIGATION

The College is committed under an annual term lease for office space at the following minimum amount for the next year (exclusive of proportionate increases and additional occupancy costs – the lease is negotiated annually):

2010 \$25,665

CUMBERLAND REGIONAL COLLEGE

NOTES TO THE FINANCIAL STATEMENTS

JUNE 30, 2009

6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2009	2008
Provincial Government	\$8,350	\$5,643
Federal Government	6,087	1,512
Other	177,340	102,765
	\$191,777	\$109,920

7. UNEARNED REVENUE

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2009	2008
Saskatchewan Advanced Education, Employment and Labour	\$800,998	\$405,623
Other	-	18,577
	\$800,998	\$424,200

8. EXTERNAL RESTRICTIONS ON NET ASSETS

Advanced Education, Employment and Labour has funded \$2,061,608 (2008 - \$2,109,954) designated capital contributions to be used for future capital expenditures as per Statement 3. These externally restricted amounts are not available for other purposes without approval of Advanced Education, Employment and Labour.

9. INTERNAL RESTRICTIONS ON NET ASSETS

During the year the Board of Directors reallocated \$215,000 (2008- \$15,446) within the internally restricted fund to be used for various purposes as indicated on Statement 3. During the year the Board of Directors approved the transfer of \$304,696 (2008 - nil) from unrestricted net assets to internally restricted net assets. The Board of Directors also approved the transfer of \$48,844 (2008 - \$530,910) from internally restricted net assets to unrestricted net assets.

CUMBERLAND REGIONAL COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2009

10. NET CHANGE IN NON-CASH WORKING CAPITAL

	2009	2008
Accounts receivable	\$(317,891)	\$(36,236)
Prepaid expenses	2,168	(12,142)
Accounts payable and accrued liabilities and accrued salaries and benefits	75,316	(97,964)
Unearned revenue	376,798	(160,135)
	\$136,391	\$(306,477)

11. BUDGET AMOUNTS

The budget amounts on these financial statements were prepared by Regional College Management and approved by the Board on June 3, 2008. The Minister approved the budget on September 17, 2008.

12. RELATED PARTY TRANSACTIONS

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as ministries, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms.

Related party expenses during the year were as follows:

	2009	2008
SaskEnergy	\$3,732	\$1,831
SaskPower	2,123	1,652
SaskTel and SaskTel Mobility	53,997	54,000
Saskatchewan Institute of Applied Science and Technology	298,084	289,734
Ministry of Government Services	66,843	79,428
University of Saskatchewan	51,295	62,207
University of Regina	6,371	5,572
	\$482,445	\$494,424

Other transactions with related parties are disclosed elsewhere in these financial statements and related notes.

CUMBERLAND REGIONAL COLLEGE

NOTES TO THE FINANCIAL STATEMENTS

JUNE 30, 2009

13. FINANCIAL INSTRUMENTS RISKS

The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's receivables are from the provincial and federal government, therefore, credit risk is minimal.

14. EMPLOYEE FUTURE BENEFITS

Employees of the College participate in one of three pension plans. Teachers and other employees holding a teaching certificate participate in the Teachers' Superannuation Plan (TSP) or the Saskatchewan Teachers Retirement Plan (STRP) which are administered by the Teachers' Superannuation Commission and the Saskatchewan Teachers' Federation respectively. The Board has no financial obligation to TSP or STRP. Eligible employees contribute to TSP and STRP for their current service. No matching contribution is made by the College. The General Revenue Fund is responsible for the required employer contributions of STRP and for the financial obligations of the TSP. All other employees participate through Municipal Employees' Pension Plan (MEPP) which is a multi-employer defined benefit plan.

The last actuarial valuation of the MEPP indicated there was a surplus in the plan. The College's financial obligation to the MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for the year amounted to \$103,688 (2008 - \$97,881).

15. CONTINGENT LIABILITY

A union representing employees of an employer unrelated to the College has applied by Notice of Motion for an order quashing purported decisions of the Municipal Employees Pension Plan, relating to the application of actuarial surplus in the fund, as well as other relief. Several participating employers, including the College, have been named. It is not possible to estimate the potential effect of the claim at this stage in the proceedings.

CUMBERLAND REGIONAL COLLEGE
SCHEDULE OF OPERATING FUND REVENUES BY FUNCTION
FOR THE YEAR ENDED JUNE 30, 2009

Schedule 1

	2009										(Note 11)	
	General		Skills Training		Basic Education		University		Services			
	Credit	Non-credit	Credit	Non-credit	Credit	Non-credit	Credit	Support	Counsel	Total	Budget	Total
Provincial Government												
Saskatchewan Advanced Education, Employment and Labour												
Operating grant	\$1,848,797	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$1,848,797	\$1,801,628	\$1,734,241
Program payments	7,000	1,084,701	123,041	875,685	194,694	85,922	253,861	92,430	22,824	2,717,334	2,182,603	2,261,557
Other	-	692	11,008	34,440	-	-	-	-	-	68,964	112,600	16,681
	1,855,797	1,085,393	134,049	910,125	194,694	85,922	276,685	92,430	4,635,095	4,096,831	4,012,479	
Other Provincial	34,541	3,633	76,614	-	-	-	24,075	32,028	170,891	-	-	349,902
	1,890,338	1,089,026	210,663	910,125	194,694	85,922	300,760	124,458	4,805,986	4,096,831	4,362,381	
Federal Government												
Admin recovery	-	-	-	-	-	-	-	-	-	-	-	-
Seat purchases	-	-	-	-	-	-	-	-	-	-	-	-
Projects	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	72,027	-	-	-	72,027	142,521	49,800	
	-	-	-	-	72,027	-	-	-	72,027	142,521	49,800	
Other Revenue												
Admin recovery	7,016	-	-	-	-	-	-	-	7,016	-	2,540	
Contracts	-	50,619	105,378	168,171	50,526	5,805	24,614	-	405,113	326,864	280,711	
Interest	36,417	-	-	-	-	-	-	-	36,417	85,000	97,680	
Rents	1,330	-	-	-	-	-	-	-	1,330	-	400	
Resale items	4,256	66,467	34,286	-	1,274	7,559	-	760	114,602	82,900	134,141	
Tuition	-	238,414	853,430	200	2,533	45,574	10,351	-	1,150,502	880,210	915,274	
Other	1,349	2,909	245	-	-	643	3,667	-	8,813	9,500	6,752	
	50,368	358,409	993,339	168,371	54,333	59,581	38,632	760	1,723,793	1,384,471	1,437,498	
Total revenues	1,940,706	1,447,435	1,204,002	1,078,496	321,054	145,503	339,392	125,218	6,601,806	5,623,826	5,849,679	
Total operating fund expenses (Schedule 2)	2,026,945	1,135,486	940,709	971,477	281,822	216,601	551,672	162,902	6,287,614	5,843,692	6,114,006	
Excess (deficiency) of revenues over expenses	\$(86,239)	\$311,949	\$263,293	\$107,019	\$39,232	\$(71,098)	\$(212,280)	\$(37,684)	\$314,192	\$(219,866)	\$(264,327)	

CUMBERLAND REGIONAL COLLEGE

SCHEDULE OF OPERATING FUND EXPENSES BY FUNCTION
FOR THE YEAR ENDED JUNE 30, 2009

Schedule 2

	General	2009								2009	2008
		Skills Training		Basic Education		University		Services			
		Credit	Non-credit	Credit	Non-credit	Credit	Learner	Support	Counsel	Total	Budget
(Note 11)											
Agency contracts	\$-	\$393,630	\$787,270	\$43,725	\$54,407	\$65,239	\$44,463	\$-	\$1,388,734	\$947,896	\$1,141,473
Equipment	89,907	11,228	2,251	20,734	5,367	10,161	7,063	2,631	149,342	112,377	328,635
Facilities	175,189	16,063	3,426	8,056	17,429	1,360	187	-	221,710	259,129	252,870
Information technology	23,233	1,387	-	847	-	-	4,210	503	30,180	84,202	52,105
Operating (Schedule 3)	273,650	134,617	79,160	61,371	18,603	28,209	37,810	6,829	640,249	646,460	652,953
Personnel services	1,464,966	578,561	68,602	836,744	186,016	111,632	457,939	152,939	3,857,399	3,793,628	3,685,970
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	\$2,026,945	\$1,135,486	\$940,709	\$971,477	\$281,822	\$216,601	\$551,672	\$162,902	\$6,287,614	\$5,843,692	\$6,114,006
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
		<u>\$2,076,195</u>		<u>\$1,253,299</u>			<u>\$714,574</u>				

CUMBERLAND REGIONAL COLLEGE

**SCHEDULE OF OPERATING EXPENSES
FOR THE YEAR ENDED JUNE 30, 2009**

Schedule 3

	2009	2009	2008
	Budget	Total	Total
		(Note 11)	
Advertising	\$100,873	\$119,178	\$122,079
Association fees and dues	13,585	15,306	12,115
Financial services	3,500	4,692	3,373
In-service	29,370	8,234	8,402
Insurance	12,444	12,930	12,293
Materials and supplies	168,739	144,871	164,975
Postage, freight and courier	19,525	19,903	17,159
Printing and copying	27,950	13,033	19,579
Professional services	25,466	25,061	37,768
Resale items	72,400	115,312	99,643
Subscriptions	2,325	1,302	1,493
Telephone and fax	58,048	53,131	52,637
Travel	96,985	90,367	89,606
Other	15,250	16,929	11,831
	\$646,460	\$640,249	\$652,953

Glossary of Terms

Academic GED: Academic skills development that prepares individuals to write the GED exams.

Adult Education: Academic skills development that leads to certification at a grade 10 or grade 12.

AEE&L: Advanced Education, Employment, and Labour

Apprenticeship & Trade: Education and training certified through apprenticeship and Trade commission.

Basic Education Credit: Learning that is certified by the Ministry of Education/AEE&L.

CASS: Canadian Agriculture Skills Service

Casual Student: A person taking courses within a program group that collectively totals less than 30 hours of scheduled time.

Community/Individual Non Credit: Education and training that leads to or enhances a person's employability or enhances community and/or social development, but does not result in credentials or certification recognized by an industry, association, sector, regulatory body, or licensing agency.

Completer: A student who has completed the time requirement of a course or all courses within a program session.

Completed Successfully: A student who has successfully completed all requirements of a non-credit program.

CPR: Cardiopulmonary resuscitation

CRC: Cumberland Regional College

Credit: Learning which is certified by a recognized body.

Distinct Student: An individual participating over a program year, in one or more program sessions within a program group.

DTI: Dumont Technical Institute

EI: Employment Insurance

ELT: English Language Training

Employability/Life Skills: Scheduled program-based activities with an emphasis on the development of personal and life skills necessary for employment.

English Language Training: Scheduled program-based activities designed to teach English as a Second Language.

ESL: English as a second language

ET: Educational Technology

FLE: (Full Load Equivalency) The total participant hours divided by the generally accepted full-load equivalent factor for a program group.

FTE: Full time equivalency for staff.

Full-Time Student: A person taking courses that collectively require a minimum of 18 hours of scheduled class time per week, for a minimum period of 12 weeks. There are two exceptions to this definition:

- a) For Apprenticeship and Trade: a complete level (the length depends on the trade) is required; and
- b) For university courses: a minimum of 216 hours of scheduled class time for the academic year.

GED: General Education Development: A series of exams that are written to determine grade 12 equivalency.

General Academic Studies: academic skill development that prepares individuals to meet adult 10 pre-requisites.

Graduate: A student who has successfully completed all program requirements and has attained a level of standing resulting in credit recognition from an accrediting institution, industry, and/or regulatory body.

Industry Credit: Education and training which leads to a credential that is recognized by an industry association, sector, regulatory body, or licensing agency.

Industry Non Credit: Education and training that meets the specific needs identified for an industry, group, firm, or sector, that does not result in credentials or certification recognized by an industry, association, sector, regulatory body, or licensing agency.

Institute Credit: Education and training which leads to a credential (certificate, diploma, degree) from a recognized credit granting agency.

IT: Information Technology

LINC: Language Instruction for Newcomers to Canada

Literacy: Scheduled program-based activities that enhances an individual's reading, writing, and numeracy skills.

Non-Credit: Learning which may include some form of evaluation but does not result in certification by a recognized body.

Participant Hours: The total time (in hours) that a student is actively involved in a program (course) session.

Part-Time Student: A person taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hours of scheduled class time per week.

Personal Interest Non-Credit: Education and training that meets the needs of individuals or groups for the purpose of enhancing their hobby, leisure, and recreational skills.

Program: A course of study based on a curriculum, plan, or system of academic and related activities that have a definite duration (hours/credit hours).

Registration: The number of students registered.

RPL: Recognition of Prior Learning

SARs: Social Assistance Recipients

SCN: Saskatchewan Communications Network is a satellite delivery system for distance education courses.

SERM: Saskatchewan Environment Resource Management

Services: The formal act (activities which are tracked) of helping, providing assistance, and/or advice.

SIAST: Saskatchewan Institute of Applied Science and Technology

SIIT: Saskatchewan Indian Institute of Technologies

SIS: Student Information System is a computerized system used by the Regional Colleges for all student enrollment information. This system is also referred to as OCSM, or One Client Service Model. This system is also used by a number of other partners.

TEL: Technology Enhanced Learning is a program provided to Regional Colleges to assist colleges in obtaining the means to deliver more courses through distance learning, using a variety of technology.

U of R: University of Regina

U of S: University of Saskatchewan

WHMIS: Workplace Hazardous Materials Information System

TABLES

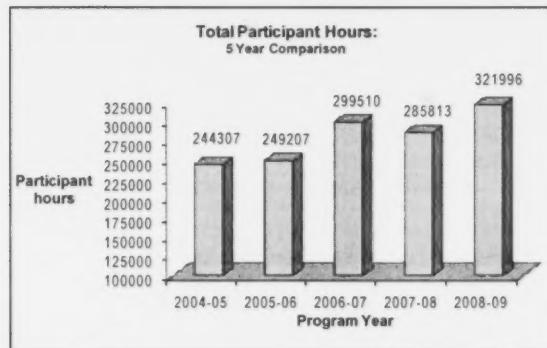


Table 1 Student Enrollments Cumberland College 2008-09

		Actuals							
		2007-2008				2008-2009			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAST	64	96	5	82.81	72	181	0	103.40
	Other	na	na	na	na	na	na	na	na
	Apprenticeship & Trade	0	0	0	0	0	21	0	7.44
	Total Institute Credit	64	96	5	82.81	72	202	0	110.84
	Industry Credit:								
	Total Industry Credit	0	180	374	101.30	0	410	301	125.34
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	81	396	44.64	0	92	531	40.67
	TOTAL SKILLS TRAINING	64	357	775	228.75	72	704	832	276.85
ADULT BASIC EDUCATION	ABE Credit:								
	Adult 12	79	79	0	84.31	109	49	0	95.34
	Adult 10	64	43	0	53.86	53	45	0	54.74
	Academic GED	11	10	0	15.81	6	13	0	14.82
	Total ABE Credit	154	132	0	153.98	168	107	0	164.89
	BE Non-Credit:								
	Employability/Life Skills	19	2	0	51.86	21	16	0	44.94
	English Language Training	na	na	na	na	na	na	na	na
	General Academic Studies	19	47	0	23.35	28	37	0	33.02
	Literacy	na	na	na	na	na	na	na	na
	Total BE Non-Credit	38	49	0	75.21	49	53	0	77.96
	TOTAL BASIC EDUCATION	192	181	0	229.19	217	160	0	242.85
UNIVERSITY	Total University	14	67	na	25.10	18	62	0	34.03
	TOTAL ENROLLMENT	270	605	725	483.04	307	926	832	553.735

FT= Full Time

PT=Part Time

Cas=Casual

FLE=Full Load

Table 1a Student Enrollments by Program Delivery Area - Melfort 2008-09

		Actuals								
		2007-2008				2008-2009				
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	
SKILLS	Institute Credit:									
TRAINING	SIAST	36	26	1	35.36	51	73	1	54.75	
	Other	na	na	na	na	na	na	na	na	
	Apprenticeship & Trade	0	0	0	0	0	21	0	7.44	
	Total Institute Credit	36	26	1	35.36	51	94	1	62.19	
	Industry Credit:									
	Total Industry Credit	0	56	90	30.80	0	183	99	49.41	
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)									
	Total Non-Credit	0	4	96	5.87	0	13	145	8.51	
	TOTAL SKILLS TRAINING	36	86	187	72.03	51	290	245	120.11	
ADULT BASIC EDUCATION	BE Credit:									
	Adult 12	17	28	0	19.45	42	19	0	36.81	
	BE 10	34	21	0	25.86	26	14	0	21.68	
	Academic GED	11	10	0	15.81	2	3	0	4.17	
	Total BE Credit	62	59	0	61.12	70	36	0	62.66	
	BE Non-Credit:									
	Employability/Life Skills	19	2	0	18.93	0	0	0	0.00	
	English Language Training	na	na	na	na	na	na	na	na	
	General Academic Studies	19	22	0	21.95	9	16	0	13.16	
	Literacy	na	na	na	na	na	na	na	na	
	Total BE Non-Credit	38	24	0	40.88	9	16	0	13.16	
	TOTAL ADULT BASIC EDUCATION	100	83	0	102	79	52	0	75.82	
UNIVERSITY	Total University	10	44	0	17.10	15	18	0	18.93	
	TOTAL ENROLLMENT	146	213	187	191.13	145	360	245	214.86	

FT=Full Time

PT=Part Time

Cas=Casual

FLE=Full Load Equivalent

Table 1a Student Enrollments by Program Delivery Area - Tisdale 2008-09

Program Groups		Actuals							
		2007-2008				2008-2009			
		Student Enroll	Student Enroll	Student Enroll	FLEs	Student Enroll	Student Enroll	Student Enroll	FLEs
SKILLS	Institute Credit:								
TRAINING	SIAST	10	46	4	24.38	12	45	6	26.00
	Other	na	na	na	na	na	na	na	na
	Apprenticeship & Trade	0	0	0	0.00	0	0	0	0.00
	Total Institute Credit	10	46	4	24.38	12	45	6	26.00
	Industry Credit:								
	Total Industry Credit	0	48	151	26.68	0	134	109	41.15
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	30	137	21.77	0	41	224	17.08
	TOTAL SKILLS TRAINING	23	83	217	90.44	12	220	339	84.23
ADULT BASIC EDUCATION	BE Credit:								
	Adult 12	16	15	0	14.93	25	11	0	21.65
	BE 10	17	8	0	13.58	13	15	0	13.32
	Academic GED	0	0	0	0	2	7	0	6.09
	Total BE Credit	33	23	0	28.51	40	33	0	41.07
	BE Non-Credit:								
	Employability/Life Skills					9	1	0	11.86
	English Language Training	na	na	na	na	na	na	na	na
	General Academic Studies	0	15	0	0.83	0	8	0	0.47
	Literacy	na	na	na	na	na	na	na	na
	Total BE Non-Credit	0	15	0	0.83	9	9	0	12.32
	TOTAL ADULT BASIC EDUCATION	33	38	0	29.34	49	42	0	53.39
UNIVERSITY	Total University	0	21	0	4.40	1	51	0	13.40
	TOTAL ENROLLMENT	56	142	217	124.18	62	313	339	151.02

FT=Full Time

PT=Part Time

Cas=Casual

FLE=Full Load Equivalent

Table 1a Student Enrollments by Program Delivery Area - Nipawin 2008-09

		Actuals							
		2007-2008				2008-2009			
Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	
SKILLS									
Institute Credit:									
TRAINING	SIAST	18	24	0	22.32	9	45	0	18.86
	Other	na	na	na	na	na	na	na	na
	Apprenticeship & Trade	0	0	0	0.00	0	0	0	0.00
	Total Institute Credit	18	24	0	22.32	9	45	0	18.86
Industry Credit:									
	Total Industry Credit	0	64	109	36.86	0	75	83	25.81
Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)									
	Total Non-Credit	0	35	125	13.60	0	21	149	11.48
	TOTAL SKILLS TRAINING	18	123	234	72.78	9	141	232	56.15
ADULT BASIC EDUCATION									
BE Credit:									
	Adult 12	37	29	0	40.93	33	12	0	27.11
	BE 10	10	13	0	12.08	8	14	0	12.47
	Academic GED	0	0	0	0	1	2	0	1.99
	Total BE Credit	47	42	0	53.01	42	28	0	41.57
BE Non-Credit:									
	Employability/Life Skills	0	0	0	32.93	12	15	0	33.08
	English Language Training	na	na	na	na	na	na	na	na
	General Academic Studies	0	10	0	0.57	19	13	0	19.39
	Literacy	na	na	na	na	na	na	na	na
	Total BE Non-Credit	0	10	0	33.5	31	28	0	52.47
	TOTAL ADULT BASIC EDUCATION	47	52	0	86.51	73	56	0	94.04
UNIVERSITY	Total University	2	8	0	3.50	1	3	0	1.70
	TOTAL ENROLLMENT	67	183	234	162.79	83	200	232	151.89

FT=Full Time

PT=Part Time

Cas=Casual

FLE=Full Load Equivalent

Table 1a Student Enrollments by Program Delivery Area - Hudson Bay 2008-09

		Actuals							
		2007-2008				2008-2009			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS	Institute Credit:								
TRAINING	SIAST	0	2	0	0.75	0	19	0	3.79
	Other	na	na	na	na	na	na	na	na
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	Total Institute Credit	0	2	0	0.75	0	19	0	3.79
	Industry Credit:								
	Total Industry Credit	0	11	43	6.96	0	21	41	8.97
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	4	69	3.40	0	13	41	3.60
	TOTAL SKILLS TRAINING	0	17	112	11.11	0	53	82	16.36
ADULT BASIC EDUCATION	BE Credit:								
	Adult 12	9	7	0	9.00	9	7	0	9.77
	BE 10	3	1	0	2.34	6	4	0	7.27
	Academic GED	na	na	na	na	1	1	0	2.56
	Total BE Credit	12	8	0	11.34	16	12	0	19.60
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0	0	0	0	0
	English Language Training	na	na	na	na	na	na	na	na
	General Academic Studies	0	0	0	0	0	0	0	0
	Literacy	na	na	na	na	na	na	na	na
	Total BE Non-Credit	0	0	0	0.00	0	0	0	0.00
	TOTAL ADULT BASIC EDUCATION	12	8	0	11.34	16	12	0	19.60
UNIVERSITY	Total University	0	1	0	0.10	0	0	0	0.00
	TOTAL ENROLLMENT	12	26	112	22.55	16	65	82	35.96

FT=Full Time

PT=Part Time

Cas=Casual

FLE=Full Load Equivalent

Table 2 Equity Participation Enrollments by Program Delivery Area 2008-09

		Actuals																					
		2007-2008												2008-2009									
	Program Groups	Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	
SKILLS																							
TRAINING	Institute Credit:																						
	SIAST	22	9	3	2	3	0	3	4	0	64	96	5	11	41	0	0	6	0	1	1	0	
	Other:	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	
	Apprenticeship & Trade	na	na	na	na	na	na	na	na	na	na	na	na	0	1	0	0	0	0	0	0	21	0
	Total Institute Credit	22	9	3	2	3	0	3	4	0	64	96	5	11	42	0	0	6	0	1	1	0	72 202 0
	Industry Credit:																						
	Total Industry Credit	0	16	36	0	2	8	0	4	8	0	178	374	0	108	76	0	5	3	0	11	4	0 410 301
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																						
	Total Non-Credit	0	8	16	0	1	1	0	1	6	0	80	395	0	8	54	0	3	4	0	5	9	0 92 531
	TOTAL SKILLS TRAINING CREDIT	22	33	55	2	6	9	3	9	14	64	354	774	11	158	130	0	14	7	1	17	13	72 704 832
BASIC	Basic Education Credit:																						
	Adult 12	51	56	0	1	3	0	4	5	0	79	79	0	80	28	0	4	0	0	6	4	0 109 49 0	
	Adult 10	54	36	0	3	2	0	6	1	0	64	43	0	40	35	0	0	3	0	4	4	0 53 45 0	
	Academic GED	11	6	0	0	0	0	1	0	0	11	10	0	4	9	0	0	0	0	3	0	6 13 0	
	Total BE Credit	116	98	0	4	5	0	11	6	0	154	132	0	124	72	0	4	3	0	10	11	0 168 107 0	
	Basic Education Non-Credit:																						
	Employability/Life Skills	15	3	0	1	1	0	3	1	0	21	4	0	16	12	0	0	1	0	3	0	0 22 17 0	
	English Language Training	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	
	General Academic Studies	16	13	0	0	1	0	3	2	0	19	47	0	25	20	0	0	0	0	0	1	0 28 37 0	
	Literacy	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	
	Total BE Non-Credit	31	16	0	1	2	0	6	3	0	40	51	0	41	32	0	0	1	0	3	1	0 50 54 0	
	TOTAL BASIC EDUCATION	147	114	0	5	7	0	17	9	0	194	183	0	165	104	0	4	4	0	13	12	0 218 161 0	
	Total University	0	5	0	0	3	0	0	0	0	14	67	0	3	3	0	2	1	0	1	1	0 18 62 0	
	TOTAL ENROLLMENT	169	152	55	7	16	9	20	18	14	272	604	774	179	265	130	6	19	7	15	30	13 308 927 832	

FT=Full Time

PT=Part Time

Cas=Casual

Table 3 Student Success 2008-09

		Actuals																							
		2007-2008										2008-2009													
Program Groups		Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training			Total Students Completed			Total Students Graduated			Total Employed					
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas			
Skills Training																									
Institute Credit:																									
SIAST		9	29	5	31	52	0	29	38	0	2	4	0	11	67	0	44	98	0	33	18	0	9	27	0
Other:		na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	
Apprenticeship & Trade		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	21	0	0	0	0	0	0	
Total Institute Credit		9	29	5	31	52	0	29	38	0	2	4	0	11	67	0	44	119	0	33	18	0	9	27	0
Industry Credit:																									
Total Industry Credit		0	3	1	0	176	373	0	11	0	0	0	0	0	38	12	0	393	292	0	9	0	0	0	
Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																									
Total Non-Credit		0	80	395	na	na	na	na	na	na	0	92	530	na	na	na	na	na	na	na	na	na	na	na	
TOTAL SKILLS TRAINING		9	112	401	31	228	373	29	49	0	2	4	0	11	197	542	44	512	292	33	27	0	9	27	0
Basic Education		Basic Education Credit:																							
Adult 12		34	18	0	18	3	0	6	4	0	38	11	0	47	11	0	39	11	0	6	1	0	27	10	
Adult 10		28	1	0	14	4	0	0	0	0	20	2	0	26	6	0	21	8	0	0	1	0	37	9	
Academic GED		6	2	0	0	0	0	0	0	0	4	2	0	5	7	0	1	3	0	0	1	0	3	0	
Total BE Credit		68	21	0	32	7	0	6	4	0	62	15	0	78	24	0	61	22	0	6	3	0	67	24	
Basic Education Non-Credit:																									
Employability/Life Skills		12	0	0	0	0	0	5	0	0	2	0	0	15	6	0	0	0	1	0	0	7	0	0	
English Language Training		na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na		
General Academic Studies		13	38	0	0	0	0	0	0	0	8	2	0	23	18	0	0	0	0	0	0	0	12	0	
Literacy		na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na		
Total BE Non-Credit		25	38	0	0	0	0	5	0	0	10	2	0	38	24	0	0	0	0	1	0	0	19	0	
TOTAL BASIC EDUCATION		93	59	0	32	7	0	11	4	0	72	17	0	116	48	0	61	22	0	7	3	0	86	24	
UNIVERSITY	Total University	14	66	0	na	na	na	na	na	na	na	na	na	14	65	0	na	na	na	na	na	na	na		
TOTAL ENROLLMENT		116	237	401	63	235	373	40	53	0	74	21	0	141	310	542	105	534	292	40	30	0	95	51	

FT=Full Time

PT=Part Time

Cas=Casual

Table 4 Equity Participation 2008-09

		Actuals																	
		2007-2008						2008-2009											
Program Groups	Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability			
	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	
SKILLS TRAINING	Institute Credit:																		
	SIAST	34	8	10	5	0	4	7	2	4	52	14	24	6	3	2	2	1	1
	Other:	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	Apprenticeship & Trade	na	na	na	na	na	na	na	na	na	1	0	0	0	0	0	0	0	0
	Total Institute Credit	34	8	10	5	0	4	7	2	4	53	14	24	6	3	2	2	1	1
	Industry Credit:																		
	Total Industry Credit	52	2	50	10	0	10	12	0	12	184	36	173	8	1	8	15	0	15
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																		
	Total Non Credit	24	24	0	2	2	0	7	7	0	62	61	0	7	7	0	14	14	0
	TOTAL SKILLS TRAINING CREDIT	110	34	60	17	2	14	26	9	16	299	111	197	21	11	10	31	15	16
BASIC EDUCATION	Basic Education Credit:																		
	Adult 12	107	30	9	4	0	0	9	1	5	108	42	30	4	1	1	10	6	2
	Adult 10	90	23	14	5	1	0	7	2	1	76	24	20	2	0	0	8	4	2
	Academic GED	17	7	0	0	0	0	1	1	0	13	7	4	0	0	0	3	1	1
	Total BE Credit	214	60	23	9	1	0	17	4	6	197	73	54	6	1	1	21	11	5
	Basic Education Non-Credit:																		
	Employability/Life Skills	18	8	0	2	0	0	4	3	0	30	14	0	1	1	0	3	3	0
	English Language Training	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	General Academic Studies	29	15	0	1	1	0	5	3	0	44	24	0	0	0	0	1	0	0
	Literacy	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	Total BE Non-Credit	47	23	0	3	1	0	9	6	0	74	38	0	1	1	0	4	3	0
TOTAL BASIC EDUCATION		261	83	23	12	2	0	26	10	6	271	111	54	7	2	1	25	14	5
UNIVERSITY	Total University	5	5	0	3	3	0	0	0	0	6	5	0	3	3	0	2	2	0
TOTAL ENROLLMENT		376	122	83	32	7	14	52	19	22	576	227	251	31	16	11	58	31	21

E=Enrollment

C=Completers

G=Graduates

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